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ABSTRACT

Designed to provide visiting committees of the Commission on Colleges with an orientation to the University of Kentucky Community College System (KCCS), this nine-part report provides a detailed description of the KCCS, including a review of its governance structure, planning and evaluation processes, relationships among the 14 colleges in the system, and staff and student groups. Part I reviews the creation and establishment of the system, describes the colleges in the system and the powers of the governing board, and explains the system's relationship to the University of Kentucky System (UKS). Part II reviews the role of the Community College Senate, the Community College Council, and the Senate advisory and standing committees in developing and approving academic policies, and discusses UKS lower-division courses. Part III examines the role of the System Office in assessing overall institutional effectiveness, and describes mandated reviews and the use of evaluation results. Part IV focuses on the planning cycle and the budget development process, while part V reviews relationships with and authority of agencies external to the KCCS, including the Kentucky Council on Higher Education and the Kentucky Cabinet for Workforce Development. Part VI outlines the delegation of authority and relationships between the KCCS Office and the 14 institutions, and part VII describes the organization and function of faculty groups, student groups, the alumni association, and other groups. Part VIII provides an appraisal of the effectiveness of the KCCS in meeting its goals. Finally, part IX forecasts enrollments and major programmatic and capital trends for 1990-94. (PAA)

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A Report Prepared

for

Visiting Committees
Commission on Colleges

University of Kentucky
Community College System
Lexington, Kentucky 40506

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A Report Prepared

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Commission on Colleges

University of Kentucky
Community College System

Summer 1990

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FORWARD

This publication was prepared by the staff of the University of Kentucky Community College System for use by visiting committees of the Commission on Colleges. The publication was designed to provide the committees an orientation to the University of Kentucky Community College System. Any questions regarding the content of this document should be directed to the Chancellor's Office.

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I. Description of the System and the Governing Board

Creation and Establishment. The University of Kentucky Community College System was created when the Kentucky General Assembly enacted the Community College Act of 1962. The original legislation mandated the formation of a statewide system of community colleges to be administered by the University of Kentucky with the Board of Trustees serving as the policy-making body.

The University of Kentucky Board of Trustees, acting under the authority of the Community College Act of 1962, established the University of Kentucky Community College System and adopted a community college policy statement in 1964. In order to distinguish properly the different roles of the University from the community colleges, the Board approved setting up two systems under the President and the Board of Trustees—(1) the University System composed of the Lexington campus, the Medical Center, and the statewide functions of research and service, and (2) the Community College System. The Community College System began operation on July 1, 1964.

Mission of the Community College System. By action of the General Assembly of Kentucky and the University of Kentucky Board of Trustees, the Community College System is charged with three specific functions:

1. To offer career-oriented programs designed to prepare students for immediate technical or semi-professional employment. These programs are usually completed in two years, and are composed of about one-half general education courses and the other half of semi-professional or technical education courses. The Associate in Applied Science Degree is awarded upon completion of the curriculum.

2. To offer curricula for the first two years of a baccalaureate program. Courses parallel university offerings and are transferable to the Lexington campus of the University of Kentucky or to other four-year institutions, either public or private. At the conclusion of the prescribed curriculum, the Associate in Arts Degree or Associate in Science Degree may be awarded.

3. To provide general educational opportunities for citizens in their immediate areas. These programs include evening classes, workshops, training and retraining programs, seminars, short courses, concert series, exhibits, lectures, dramatic presentations, and festivals to meet in-service, re-education, and cultural needs of the community.

The mission statement adopted in April 1979 by the Kentucky Council on Higher Education for the Community College System reaffirmed the comprehensive role and scope of the community colleges as set forth in the statutes.

Colleges Comprising the System. The System is comprised of 14 colleges which reflect the unique flavor, personality, and needs of their regions. The 14 colleges now serve more than 36,000 credit students. More than 250,000 additional citizens annually benefit from continuing education and community service/activities.

The colleges in the System are accredited (individually rather than as a System) by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Owensboro Community College, the newest college which started as a campus of Henderson Community College, was visited during the Fall of 1989 for review for initial accreditation. Owensboro Community College received word in July 1990, from the Commission on Colleges, that it has been fully accredited and that the membership status is retroactive to January 1, 1990. The other 13 colleges are scheduled for "reaffirmation of accreditation" visits during 1990-91.

The 14 colleges and their opening dates of operation are listed on the following page. (A map on Page 4 shows the locations of the colleges.)

COLLEGE	DATE
*Ashland Community College	1957
Elizabethtown Community College	1964
Hazard Community College	1968
*Henderson Community College	1960
Hopkinsville Community College	1965
Jefferson Community College (Louisville)	1968
Lexington Community College	1965
*Madisonville Community College	1968
Maysville Community College	1968
Owensboro Community College	1986
Paducah Community College	1968
Prestonsburg Community College	1964
Somerset Community College	1965
*Southeast Community College (Cumberland)	1960

*A University of Kentucky Extension Center prior to 1964.

Primary Areas Served by the University of Kentucky Community College System

1 Paducah Community College
2 Hopkinsville Community College
3 Madisonville Community College
4 Owensboro Community College
5 Henderson Community College
6 Elizabethtown Community College
7 Jefferson Community College
8 Somerset Community College
9 Lexington Community College
10 Maysville Community College
11 Ashland Community College
12 Prestonsburg Community College
13 Hazard Community College
14 Southeast Community College

Governing Board. As provided in the original Community College Act, the University of Kentucky Board of Trustees has the ultimate responsibility and authority for the Community College System.

1. The board has the same powers with respect to the community colleges that it has as to the University of Kentucky in general. The board shall designate each community college with a name that includes the words "Community College."

2. The board shall encourage and may accept donations of land or funds or both to be used in the acquisition, construction, or operation of community colleges. The board may commemorate donations from private persons or corporations with suitable memorials.

3. The board may accept federal grants to be used in the acquisition, construction, or operation of community colleges (KRS 164.595).

The composition, powers, and duties of the Board of Trustees of the University of Kentucky are defined by Kentucky Revised Statutes (KRS) 164.130 through 164.280.

The membership of the Board consists of sixteen competent citizens of Kentucky appointed by the Governor, two members of the faculty from the University System, one member of the teaching faculty of the Community College System, and one member of the student body of the University of Kentucky. Three of the appointed members are representative of agricultural interests, three are alumni of the University, and ten are distinguished citizens of the state, representative of the learned professions. The faculty members representing the University System are elected by secret ballot by members of the faculty in the University System. The faculty member representing the Community College System is elected by secret ballot by members of the community college faculties. The student member is the president of the student body of the University, provided the student is a full-time student who maintains permanent residency in the Commonwealth of Kentucky. Otherwise, a special election is held to select a full-time student who does maintain permanent residency in the state as the student member (KRS 164.130).

The Board of Trustees is a body corporate with the usual corporate powers, and possesses all the immunities, rights, privileges, and franchises usually attaching to the governing bodies of educational institutions. The Board may receive, hold, and administer, on behalf of the University, subject to the conditions attached, all revenues accruing from endowments, appropriations, allotments, grants or bequests, and all types of property (KRS 164.160).

The Board must hold at least four regular meetings per year on dates designated by law. Special meetings may be called by the chairman or by any three members upon giving ten days' written notice to each member. The Board meetings are required to be open to the public (KRS 164.170).

The powers and responsibilities of the Board include the following:

1. It may establish regulations for the governance of the University and the physical training, military or otherwise, of the students (KRS 164.200).

2. It may determine the colleges, schools, divisions, departments, bureaus, and offices which shall comprise the University within the scope of the Acts of Congress approved July 2, 1862 (KRS 164.210).

3. It may appoint a president, professors, assistants, tutors, and other personnel and determine the compensation, duties, and official relations of each (KRS 164.220).

4. It has full power to suspend or remove any of the officers, teachers, professors, or agents that it is authorized to appoint, except that no president, professor, or teacher may be removed except for incompetency, neglect of or refusal to perform duties, or for immoral conduct (KRS 164.230).

5. It may grant degrees to graduates of the University (KRS 164.240).

6. It is required to make a full report to the General Assembly, within the first month of each regular session, of the condition and operation of the University since the date of the previous report (KRS 164.250).

7. It may acquire additional lands or other property or materials for the purpose of expanding its plant and extending its usefulness (KRS 164.260).

8. It may, with the approval of the governor, dispose of real estate held by the Commonwealth for the use or benefit of the University or the Kentucky Agricultural Experiment Station (KRS 164.270). (Real estate situated in the city of Lexington within the area described in KRS 164.270 is excluded.)

Relationship with the University of Kentucky System. The "Policy Statement on the Community College System," contained in the University of Kentucky Administrative Regulations (AR II-5.0-1, p. 1), states that "The present policy is a reflection of the philosophy that the Community College System is, in development, function, and enrollment, a valid component and not an addendum to the University's total effort to serve the higher educational needs of the citizens of Kentucky. Cooperation rather than authority is deemed necessary to provide the flexibility and responsiveness essential for a viable and evolving comprehensive Community College System under the University umbrella. The relationships between the two Systems shall be that of mutual liaison and interchange with common supportive services available to both. The community colleges, as they strive to fulfill their statutory functions, are to be administratively free to meet changing challenges with an internally determined and responsive flexibility."

The adoption of this policy and the commitment on the part of the University to support the Community College System have been very important. As a part of the University of Kentucky, the Community College System is able to operate cost-effective and quality academic programs. The University System provides to the Community College System many centralized services, which, in effect, are purchased from the University System. These include (1) business services such as purchasing, accounting, payroll, faculty and staff benefits, (2) design and construction services, (3) computer

services for handling student records and administrative needs, and (4) financial aid services. Additional services available from the University are library, legal, publications and printing, and planning, research, and institutional studies. Assistance in procuring and administering extramural funding is also provided by the University.

Other assistance and expertise available to the Community College System as a result of the System being a component of the University of Kentucky include (1) expertise and leadership of the Board of Trustees, the President, and the Central Administration, (2) provisions for liaison with colleges and departments of the University System for advisory assistance and services relating to the instructional program, and (3) assistance with faculty development and the opportunities for faculty and staff to pursue advanced course work at the University.

II. Development and Approval of Academic Policy and Practice

Community College Senate. The Senate of the Community College System (Senate) is recognized as one of three primary educational policy-forming agencies of the University—the other two are the Board of Trustees and the University Senate (University of Kentucky Governing Regulations III-1). The functions and composition of the Senate are described in Section V of the Governing Regulations; and consistent with those regulations, the Senate has developed its own regulations for the conduct of its functions. These regulations are contained in the Rules of the Senate (Rules), and they describe academic policies and procedures for their implementation. The Rules may be amended by the Senate.

The functions of the Senate include the following:

1. Approving academic policies and curricula for the Community College System.

2. Approving courses and other academic offerings in the Community College System not offered in the University System.

3. Approving policies and regulations governing admission, classification, probation, and dismissal of Community College System students.

4. Approving an academic calendar generally consistent with the University System Calendar.

5. Recommending to the University Senate on courses offered in the Community College System which are also offered in the University System.

6. Recommending to the Chancellor for the Community College System on criteria for faculty appointments, reappointments, promotions and granting of tenure in the Community College System.

7. Recommending to the President of the University all candidates for degrees and certificates from the community colleges.

The Senate may perform its functions directly, through its Council, through standing, special or advisory committees, or through delegation of authority and responsibility to the faculties of the individual community colleges.

The Chancellor for the Community College System serves as chairman of the Senate. The Senate meets annually in regular session and special sessions may be called by the President, the Chancellor, or by a petition from at least 15 senators. Meetings are open unless the Senate declares itself in executive session by a majority of the senators present.

As a total body of the Community College System, the faculty are represented by the Senate. The Senate is composed of elected, appointed, and ex officio members. The elected membership consists of three representatives from the full-time faculty of each community college and an additional representative(s) for each 25 or major fraction thereof (13 or more) full-time faculty members above the first 25. At least one of the elected representatives must be in the occupational program area and one in the general education area. One of the elected representatives is designated by the community college faculty as a member of the Council. The term for each elected senator is two years.

The appointed membership consists of three community college presidents and three other administrators, with each appointment made by the Chancellor for the Community College System.

The ex officio membership includes the Community College System Chancellor, Vice Chancellor for Academic Affairs, Senate advisory committee chairmen, and community college student government presidents. The community college faculty member elected to the Board of Trustees and any appointed member of the Council are also ex officio members.

Community College Council. The Senate delegates to its Council and/or its committees the largest degree of authority in handling recurring and routine matters in order

that meetings of the Senate may be devoted largely to communication and consideration of matters of educational policy.

The Council serves as an executive committee for the Senate in exercising the functions delegated to the Senate by the Governing Regulations. The Council also serves in an advisory capacity to the Chancellor on all matters relative to the welfare of the System which the Chancellor may bring to the Council or which it may suggest for discussion.

The Council consists of elected, appointed, and ex officio members. The elected membership is determined in the following way:

- Each community college elects one of its senators to serve on the Council.
- Two students are elected by and from the student members of the Senate.
- One community college president is chosen by and from the three community college presidents who are members of the Senate.

Additionally, the Chancellor may appoint a maximum of three faculty members in the event there is an imbalance in the elected members in terms of professional areas of specialization.

The Chancellor and Vice Chancellor for Academic Affairs are ex officio members of the Council. The chairmen of the standing committees of the Senate and the community college faculty member on the Board of Trustees are also ex officio members of the Council.

The Council meets in regular session at least once each semester and once in the summer. Special sessions may be called by the President of the University of Kentucky or by the Chancellor. Community College System students, faculty, staff, and advisory board members may attend Senate and/or Council meetings and request the privilege of the floor.

Senate Advisory Committees. Three committees are responsible in an advisory capacity to the President of the University and/or Chancellor for the Community College System, and to the Council and Senate. The three committees report upon issues that bear upon the functions of the Senate and make recommendations for action.

The *Senate Advisory Committee on Student Services* advises on any matter concerning the Code of Student Conduct, student organizations, facilities, privileges, responsibilities, and counseling. The *Senate Advisory Committee on Professional Activities* recommends on matters concerning faculty qualifications, performance, promotion, rank and tenure. The *Privilege and Tenure Committee* gives preliminary consideration to matters such as allegations of violations of academic freedom, and it may recommend a formal review of allegations by the Hearing Panel (Privilege and Tenure) of the Senate. The Hearing Panel consists of 15 members appointed for staggered three-year terms by the President of the University from a list of nominees recommended by the Community College Council. An ad hoc Hearing Committee, consisting of five persons chosen by lot from the Panel, hears a case arising from dismissal of a faculty member with continuous tenure or of a non-tenured member before the end of the faculty member's specific term of appointment, or a case arising from allegation of the violation of the academic freedom of a non-tenured faculty member or an administrator. The Committee conducts the hearing and reports its findings as described in the Governing Regulations.

Members of the advisory committees are appointed by the Chairman and Co-Chairman of the Council, with the exception of the Committee on Privilege and Tenure. The membership of that committee is appointed by the President of the University after consultation with the Council. The membership of the Hearing Panel (Privilege and Tenure) is appointed by the President from a list of nominees recommended by the Council. As previously stated, advisory committee chairmen are ex officio members of the Senate.

Senate Standing Committees. The Senate has two standing committees—Rules and Program Development—responsible for making studies and recommendation to the Council and the Senate. Standing committees are appointed from elected faculty and student members of the Senate not serving on the Council, and each community college has a representative on each standing committee.

The *Rules Committee* has responsibility in the following areas:

- Codify the Rules of the Senate (Rules).
- Recommend to the Council or to the Senate any modification of the Rules.
- Make continuous evaluation of the Rules to meet new conditions.

The Rules include the following areas: college calendar, course number system and curriculum procedures, admission to a community college, attending a community college, external experience, student academic affairs, and printed schedule of classes and bulletins.

Proposed modifications to the Rules may be submitted to the Rules Committee for its consideration by the faculty of one of the colleges, a systemwide ad hoc committee, or the Chancellor's Office. Modifications may also be initiated by the Rules Committee itself. Modifications approved by the Rules Committee are submitted to the Council for review and approval/disapproval. Final approval authority regarding modification of the Rules is vested with the Council.

The *Program Development Committee* has the responsibility to recommend to the Council or to the Senate on the following:

- New courses or course changes.
- New curricula and curricula changes.
- Needs of the instructional programs of the Community College System.

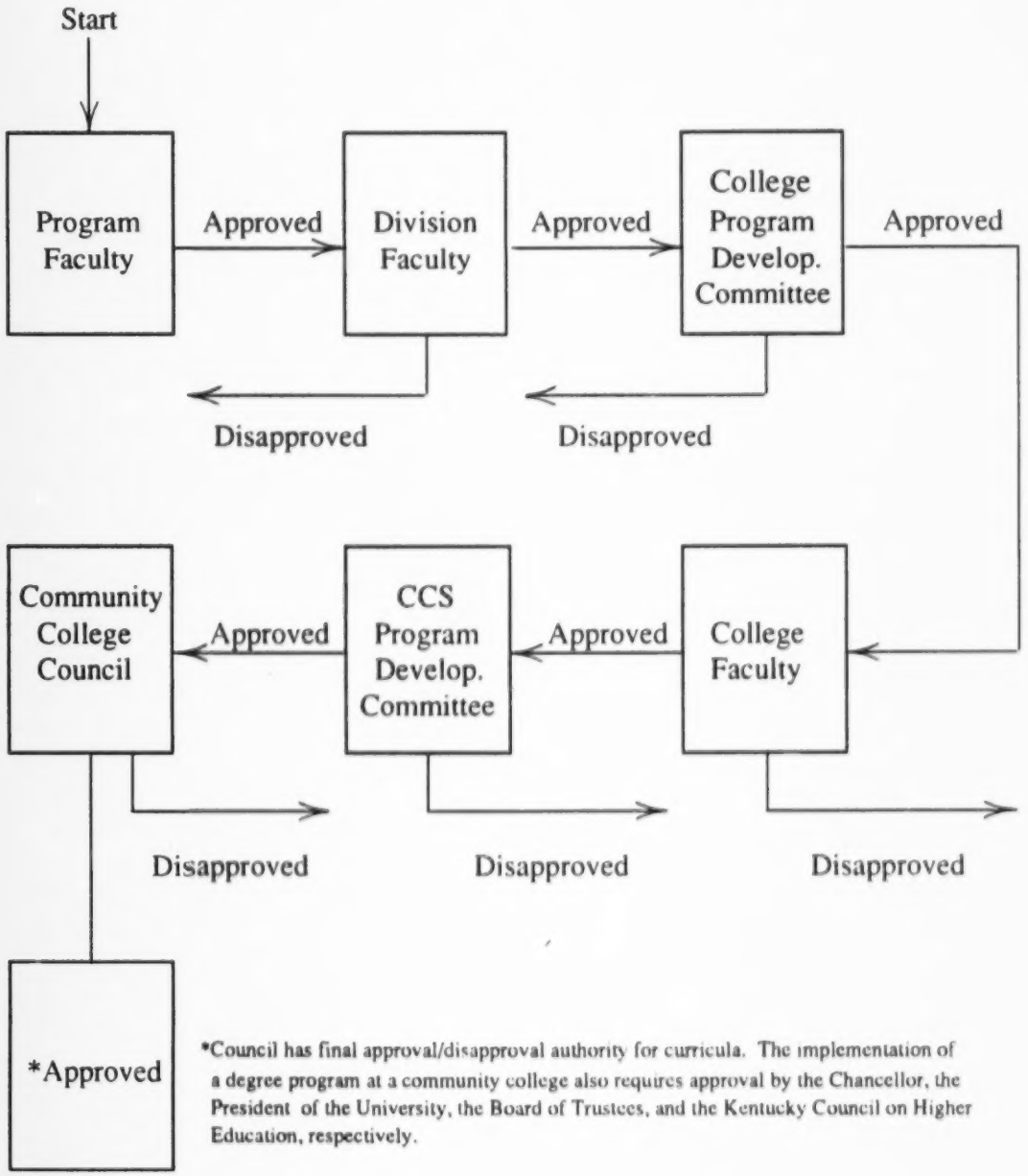
As shown in the graphic on Page 15, proposals pertaining to curricula may be initiated by a community college faculty. These proposals are reviewed by the appropriate division faculty and the college program development committee. This committee recommends to the college faculty. If approved by the college faculty, the proposal moves to the Community College System Program Development Committee. Proposals approved by the Program Development Committee move to the Council for final approval/disapproval.

As shown in the graphic on Page 16, the Chancellor may appoint an ad hoc committee to review and make recommendations regarding curricula with systemwide implications. An ad hoc committee is normally comprised of faculty members from the colleges offering the curricula or proposing to offer the curricula. The ad hoc committee reviews the curricula and shares this information (through the committee members) with the appropriate colleges. The final report is forwarded to the Chancellor. If the report is accepted by the Chancellor, the recommendations are forwarded to the Community College System Program Development Committee.

As previously stated, all curricula proposals approved by the Program Development Committee are forwarded to the Council for final review and approval/disapproval. On approval of new courses, the Council circulates to the faculty of the Community College System a report relative to the action regarding these courses. The action of the Council in regard to the courses will become final in 10 days after circulation, if no objection is raised. If an objection is raised, the recommendation is debated at the next meeting of the Council with subsequent action being final. New courses may be added to the program of a college during the semester following final approval.

The approval of curricula by the Council initiates a change in the next edition of the Community College System Catalog. The implementation of a new program must be approved by the Chancellor, the President of the University, the Board of Trustees, and the Kentucky Council on Higher Education, respectively.

UK Community College System
Curriculum Development Process
for
Proposals Initiated by a College Faculty



*Council has final approval/disapproval authority for curricula. The implementation of a degree program at a community college also requires approval by the Chancellor, the President of the University, the Board of Trustees, and the Kentucky Council on Higher Education, respectively.

Note: The proposal may be approved, disapproved, or sent back for additional work without approval/disapproval action, at any level.

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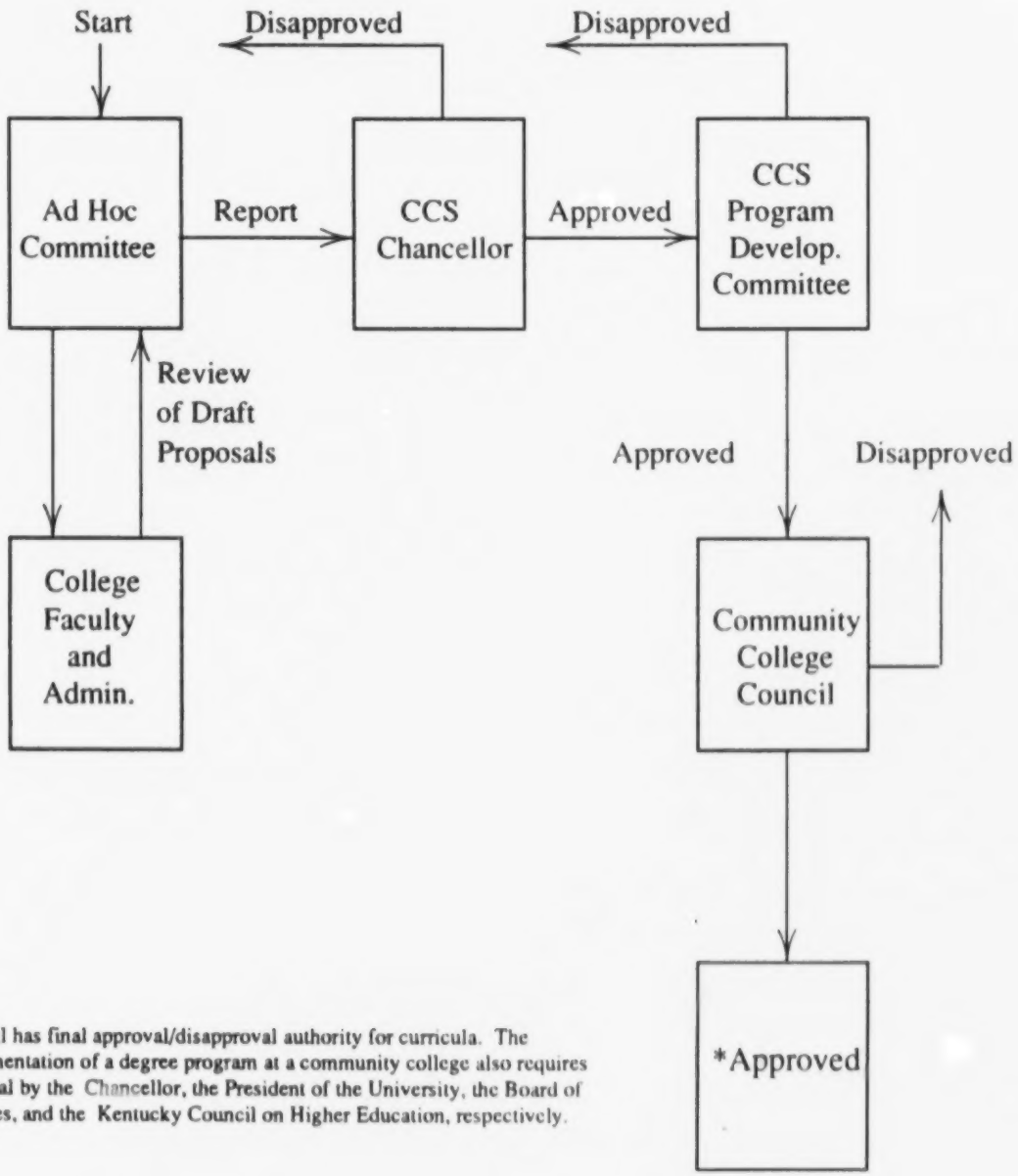
UK Community College System
Curriculum Development Process
for
Systemwide Proposals



*Council has final approval/disapproval authority for curricula. The implementation of a degree program at a community college also requires approval by the Chancellor, the President of the University, the Board of Trustees, and the Kentucky Council on Higher Education, respectively.

Note: The proposal may be approved, disapproved, or sent back for additional work without approval/disapproval action, at any level.

7/90

If a new course or course change proposal involves a course for transfer credit, appropriate representatives of the community college faculty should consult with the appropriate department on the Lexington campus in developing or revising the course.

University System Lower Division Courses. Periodically, the University of Kentucky Undergraduate Council (executive committee for the University Senate) removes a University System lower division course from the list of approved courses. If the course removed is a required course in an Associate in Applied Science Degree Program in the Community College System, it is considered to be an approved Community College System course until the Community College Council meeting following the next regularly scheduled meeting of the Community College System Program Development Committee, or the effective date of the University Senate Council, whichever comes last. In the meantime, a community college (or a systemwide ad hoc curriculum committee) requiring the course that has been removed by the University Senate Council may prepare a proposal to submit to the Community College System Program Development Committee. If approved by that committee, the proposal is submitted to the Community College Council for approval/disapproval. If the course removed by the University Senate Council is not a required course in any Associate in Applied Science Degree Program, it is dropped from the list of courses approved to be offered by the community colleges. Any college desiring to reinstate the course must submit a new course application to the Community College System Program Development Committee.

As specified in the University Senate Rules, one elected community college teaching faculty representative and one appointed Community College System representative serve on the University Undergraduate Council. These individuals ensure that University Undergraduate Council action has community college input and is communicated to the community colleges.

III. The Role of the System Office in Assessing Overall Institutional Effectiveness

The System office is involved in basically four different assessment components as listed below:

- Technical program reviews.
- Continuing education program reviews.
- Overall institutional research coordination that assists with the evaluation of various academic and service components.
- Reviews mandated by the University of Kentucky Governing Regulations and Administrative Regulations.

Additionally, a new review component was added for the 1988-89 academic year—the study of the Community College System conducted by the Commission on the Future of the University of Kentucky Community College System.

The assessment components assist the colleges with the evaluation of the outcomes in relation to stated objectives. Examples of questions that must be answered are:

1. How effective are the two-year technical and semiprofessional programs?
2. How effective is the general two-year academic curriculum with credits transferable to two-year and four-year colleges and universities?
3. How effective are the courses in general education, including adult education, not necessarily intended for transfer?

The Role of the System in Assessing Technical Programs. One method of assessing technical programs is the "program review process." Each career program which leads to an Associate in Applied Science degree is formally evaluated at least once

every five years according to a time schedule established by the Community College System. Additionally, programs which have fewer than 25 students enrolled and/or fewer than 10 graduates each year are evaluated annually. Community college presidents may also require program faculty to conduct program reviews during any year. The program faculty and program advisory committee are involved in the review process. The results are examined by the division chairman, dean of academic affairs, and the president and then discussed with representatives of the Community College System.

The areas identified and evaluated through the program review process are listed below:

1. Program description, program competencies, and the role of the program graduate in the workforce.

2. Program strengths (demand for graduates, community support, student demand, certification/registry exam results).

3. Program weaknesses (low enrollment, few graduates, lack of equipment, poor facilities, few jobs for graduates).

4. Status summary (Should the program be continued? Should it be phased out? How can it be strengthened?).

5. Program objectives as published in previous reviews and progress toward accomplishing each objective.

6. Program objectives for the next five years.

7. Current, relevant manpower data in the college service area, and if appropriate, statewide manpower data (entry-level openings for graduates of the program for a three-year period).

8. The success of the program in meeting the expressed goals of students as indicated by exit interview results and other activities.

9. A description of program duplication in the college's service area, with data for justifying continuation of the program.

10. Enrollments in courses specific to the technical program.

11. Special admission guidelines and implementation procedures.

12. Description of student population in terms of age, ethnic group, full-time, part-time, geographic origin, etc.

13. ACT scores of program majors.

14. Composition of program enrollment (number of applicants, number of continuing students—attrition and retention, number of majors, number of graduates).

15. Program accreditation/approval status.

16. Number and percent of graduates employed in positions related to the program major or continuing in a baccalaureate degree program.

17. Period of time necessary for graduates to find employment in a related field.

18. The beginning salary for graduates employed full-time.

19. Graduate career progress.

20. Results of certifying, licensing, or registry examinations.

21. Faculty qualifications.

22. Program resources.

Past program reviews have indicated that technical program graduates are employed in positions related to their educational majors, and employers are satisfied with their entry-level competencies. In general, allied health and nursing graduates have performed well on certifying, licensing, or registry examinations. A small percentage of technical graduates transfer to baccalaureate programs in their majors.

The information provided through the program review process is used in decision making relative to program planning and development and resource allocation. For example, since 1982, approximately 25 technical programs have been "deactivated" as a

result of the program review; and 19 new ones have been initiated in response to community needs. Of the 19 new programs, 7 are located at the newest college, Owensboro Community College. During this same time period, "options" have been added and deactivated for existing programs throughout the System (e.g., Management Information Systems option added to Business Technology—an associate degree program).

The Role of the System in Assessing the Continuing Education/Community Service Program. A formal internal review/evaluation process is used for the periodic assessment of the continuing education program at each of the colleges. The business/industry liaison and continuing education coordinator are involved in the evaluation process. The results are examined by the dean of academic affairs and the president; the results are then discussed with representatives of the Community College System.

The continuing education program areas evaluated are listed below:

1. Program strengths.
2. Program weaknesses.
3. Suggestions for improving the program.
4. Enrollment trends over a three-year period (headcount, education units awarded, and class size).
5. Academic division program offerings and target groups (engineers, accountants, and nurses).
6. Documentation of student satisfaction with offerings. (Evaluation instruments are distributed to all participants in continuing education course offerings.)
7. Documentation of involvement of target groups in planning course offerings.
8. Documentation of community needs surveys conducted, along with results.

9. Current academic division continuing education plans.

10. Program objectives for the next three years.

11. Revenues generated and amounts expended for a three-year period.

12. Evaluation of all program resources (faculty, clerical, teaching materials, equipment, and facilities).

13. Evaluation of the records management system used.

The information provided through the evaluation process is used by the colleges in planning and implementing future course offerings as well as making administrative improvements.

In addition to the periodic review, the continuing education/community service program of each college prepares semi-annual reports which include a list of activities, number of individual continuing education units awarded, institutional continuing education units recorded, income generated, and amounts expended.

Evaluation of the continuing education and community service offerings at the colleges, as well as the increased participation and increased requests for offerings, indicate that the continuing education programs are providing an effective and valuable service to the communities.

The Role of the System in Institutional Research Coordination. Each college designates an individual to be responsible for institutional research. The roles and responsibilities of each institutional research designee vary from college to college; and thus, these individuals may be involved in other duties as well as providing institutional research assistance.

The staff coordinator for institutional research in the central office of the System coordinates workshops and meetings for the institutional research designees, completes System-level studies to facilitate each college's evaluation process, performs general

reporting functions to the University of Kentucky's central administration, and state and national agencies, and provides technical assistance to the colleges on routine and special projects—student and employer surveys, needs assessments, and "climate" surveys. Special studies and projects are often initiated at the colleges with the help of the staff coordinator for institutional research.

To provide information pertinent to the technical program review process and all other functions of the colleges, individuals at the colleges routinely administer exit questionnaires, graduate follow-up surveys, and employer follow-up surveys. The System office provides data entry, analysis, and report generation for these surveys. The institutional research designee at the college is responsible for communicating and disseminating the report information to the faculty and administrators. This information is then used in a variety of ways—as technical program evaluation feedback, evaluations of academic and student service areas, and other general information relating to transfer students.

Other routine surveys that some of the colleges administer include the entering student survey (assesses academic goals, background, etc.), and the previously enrolled survey (assesses why students did not return). Again, the System office provides technical assistance in creating survey reports which are used for planning at the individual colleges.

Additionally, special studies are completed at the System level, and the System Institutional Research Office provides the colleges with feedback from these studies. Examples include a study tracking a cohort group of enrollees over several years to determine retention rates by college for various types of students (minorities, part-time vs. full-time, etc.). This project is currently in progress. Other systemwide studies include tracking a group of transfer students from community colleges to the University of Kentucky. Persistence to a four-year degree and grade information are being exam-

ined to help determine success rates compared to "native" University of Kentucky freshmen (study in progress). All results will be "college-specific" and will also give the overall System picture.

Evaluation studies of special programs such as the Teaching Improvement Process (TIP) have been completed at the System level. Also, studies that facilitate the advising process have been completed, such as the NCLEX study which provides guidelines to nursing faculty for predicting (using multiple regression prediction equations) who of their students may be at risk when taking the board (NCLEX) examination.

Finally, a special study to evaluate the Associate in Arts and Associate in Science degree programs is to be initiated during Summer 1990. The System will be evaluating areas such as the availability and range of courses offered at each college, the qualifications of the teaching faculty, the retention rate of students, and the graduation rate of pre-baccalaureate students.

Reviews Mandated by the University of Kentucky Governing Regulations and Administrative Regulations. Each educational unit in the University (including individual community colleges) is reviewed annually and evaluated periodically. The primary purpose of the reviews and evaluations is the improvement of the colleges, programs, and performances of individuals.

The *annual review* does not reach the degree of formality nor the depth of analysis and study envisioned for the periodic evaluation. Each community college president prepares an annual report for the Chancellor of the Community College System, outlining significant accomplishments, status of progress toward meeting stated goals and objectives, and plans for the next year.

The *periodic evaluation (fifth year educational unit review)* is a more formal and structured review/evaluation of each of the community colleges and is scheduled at least once in each five-year period. The periodic evaluation usually occurs at the mid-point between reaffirmation visits. A review of the work of any of the community colleges at

other than the regular periods may be initiated by the president of the college, the Chancellor for the Community College System, or the President of the University of Kentucky. Additionally, such a review is initiated ordinarily if requested by a majority of the members of the community college.

Each college makes formal preparations that will assist in the periodic evaluation process. The preparations include a Program Summary Report for each degree program which summarizes the nature, scope, content, and findings of the college's review of the degree programs and presents the programs' performance objectives for the next five-year period. The Chancellor for the Community College System appoints an ad hoc Review and Evaluation Committee which is charged with reviewing and evaluating the performance of the college and its leadership. The ad hoc Review and Evaluation Committee reviews college documents and the Self-Study Report prepared by the college and then reviews the college onsite, during a two-to-three day visit. The visiting committees are formed from faculty, staff members, and students from colleges within the System. The committees may include alumni and members of the practicing professions where appropriate and community college faculty and administrators from outside the state. The procedures listed below must be incorporated in the operation of all visiting committees.

1. Study of any accreditation, self-study, or other evaluative reports that are timely.

2. In-depth interviews with the chief administrative officer and with members of that officer's administrative staff.

3. Provision for both faculty and student inputs (for instructional units) on the operation and progress of the unit (Administrative Regulations II-1.0-6).

In its review and evaluation of the performance of the college and its leadership, the visiting committee includes the following questions:

1. What are the identifiable goals of the unit and to what extent are these goals consistent with the purpose of the University?

2. What are the plans which have been formulated in the unit for attaining these goals?

3. For each degree program included in the unit's review, what are the performance objectives for the program for the next five years?

4. How adequate are the resources available for the attainment of the unit's goals and program performance objectives?

5. If resources are not completely adequate to the attainment of all goals and program performance objectives, how are priorities for the allocation of resources determined?

6. How effective is the management of the unit in maximizing program effectiveness in terms of resources available?

7. Are the operating procedures of the unit compatible with the Governing Regulations, rules of the appropriate academic senate, rules of the unit, and any other applicable regulations?

8. What evidence is there of improvement of quality of faculty, staff, and programs during the period being reviewed? What is the state of faculty morale? Is there equity in the assignment of individual work-loads? Does the faculty have adequate opportunity for participation in the development of academic policy and academic programs and in other appropriate activities within the unit? Is there equitable distribution of appropriate activities within the unit? Is there equitable distribution of unit resources among the faculty members?

9. To what degree has the unit been involved in experimental and/or innovative programs appropriate to the unit, and are there evidences of internal evaluations of change and of the on-going programs of the unit?

10. What progress has been made in achieving the program objectives stated in previous reviews? (Administrative Regulations II-1.0-6).

The visiting committee conducting the periodic review and evaluation makes a written report (with a summary) to the Chancellor for the Community College System. The Chancellor shares the report with the president of the college and forwards an executive summary of the report to the President of the University. The report contains an evaluation of the current level of performance of the college and its leadership, and a judgment, supported by as much factual information as possible, of the progress of the college during the period being reviewed. Additionally, copies of the final version of the Program Summary Reports as prepared by the colleges, along with conclusions and recommendations, are submitted by the University Administration to the Council on Higher Education. Recommendations may include continuation, expansion, or deactivation of a technical program.

A New Review Component—Futures Commission Study. The Commission on the Future of the University of Kentucky Community College System conducted a comprehensive study of the System during 1988-89. The Commission report, *Community Colleges: Pathway to Kentucky's Future*, praised the System for being eminently successful in carrying out its legislative mandate. More important, it provided nine broad recommendations for the 14 community colleges and two recommendations for Kentucky's executive and legislative policymakers to ensure that success continues and expands. The recommendations directed to the System are the following:

- Increase activities that provide greater access to higher education.
- Increase responses to business/industry needs with technical degree programs, job specific training/retraining, and services.
- Increase the emphasis on basic skills education and training to foster an attitude of lifelong learning.
- Develop and formalize additional partnerships for the purpose of community development.

- Provide for statewide advocacy and networking of the various community colleges.
- Strengthen the effectiveness of the local advisory boards.
- Implement additional leadership development activities within the Community College System.
- Provide leadership to coordinate postsecondary programs and services offered in community colleges and vocational-technical schools.
- Continue to refine measurements and evaluation of the colleges' effectiveness.

The two recommendations directed to the Kentucky executive and legislative policymakers are the following:

- Correct the disparity in funding between the Community College System and other institutions of higher education.
- Provide 100% formula funding to meet the demands of Kentuckians for higher education.

Immediately after the release of the report, various leadership groups at the 14 colleges and the System began to address the recommendations. Substantial progress has been achieved in several areas, and the recommendations continue to impact planning, implementation, and evaluation.

Use of Evaluation Results. The evaluation results obtained through the various review procedures are used in the continuous planning process for the improvement of the educational programs and services. The colleges capitalize on identified strengths in planning, and they focus on understanding and improving the educational process. Five-year and annual plans are revised, programs are deactivated, new programs are planned and implemented, and faculty/staff development activities are planned and implemented. Progress reports are also prepared for eventual consolidation into a biennial report for the legislature on the progress of the University of Kentucky for the two-year period.

IV. Planning Cycle, Budget Process, and Evaluation

The University of Kentucky Community College System fulfills the threefold mission mandated by the General Assembly and therein serves the citizens of the Commonwealth. Serving 36,454 credit students in one semester (headcount enrollment Fall 1989), and over 250,000 individuals through continuing education/community service during the year (1989) with an emphasis on quality education, requires continuous planning, goal setting, and evaluation.

In order to (1) continue to increase the effectiveness of the colleges and the System, (2) plan for future growth and expansion, and (3) insure maximum use of available resources, a continuous planning, implementation, and assessment process is in place. The dynamic and interrelated phases of the planning process are illustrated on the next page. A crucial part of the process is the biennial budget request; thus, the following paragraphs discuss both planning and the budget request.

Five-Year Plan and Biennial Budget Request Process. State funds are appropriated to Kentucky's public institutions of higher education on a biennial basis. The biennial budget process coincides with the constitutionally mandated meetings of the Kentucky General Assembly, which meets for a maximum of 60 days every two years.

In accordance with the powers and duties of the Kentucky Council on Higher Education (CHE), as established by Chapter 164 of the Kentucky Revised Statutes (KRS), each public institution of higher education prepares a biennial budget request following guidelines developed by the CHE.

Within the University of Kentucky, the biennial budget development process is initiated several months prior to distribution of the CHE budget request guidelines. Based on discussions involving the President of the University of Kentucky and members of the staff and Cabinet, which includes the Chancellor for the Community College System, a

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for
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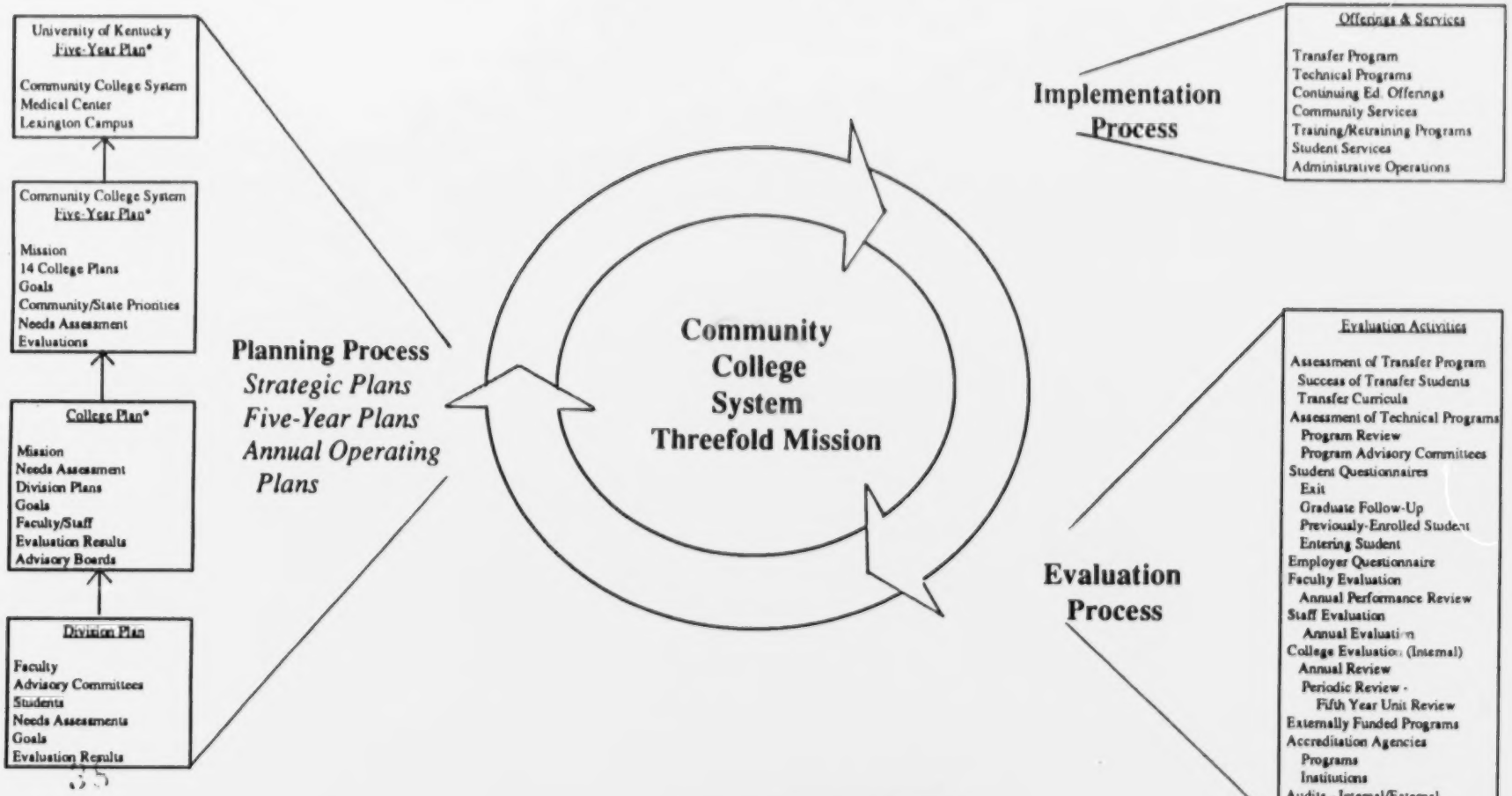

*Includes the biennial budget request.

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set of guidelines and assumptions are developed and distributed to the University sectors—Community College System, Medical Center, Lexington Campus—for the update of the University Five-Year Plan and the development of a biennial budget request. The Five-Year Plan encompasses the last year of the current biennium and the four years of the next two biennia. The second and third years of the new five-year plan are used as the basis for preparing a biennial budget request for the University and for the Community College System. In recent years, this process has also coincided with the development and update of the University's Strategic Plan, which provides the foundation and focus for all planning and budgeting within the University, e.g., five-year plans, biennial budget requests, and annual operating plans and budgets.

Although the formal update of the Five-Year Plan and the development of a biennial budget request occur on a two-year cycle, planning and evaluation occur on a continuous basis within the Community College System. Plans and objectives are adjusted accordingly as environmental threats and opportunities arise, needs change, or as the evaluation process reveals internal strengths and weaknesses in programs, processes, and resources.

In the Community College System, each college is expected to review and update its five-year plan as part of the biennial budget development process. The process begins at the division level to ensure that adequate input regarding program needs is obtained from division faculty, program coordinators, program advisory committees, and students. The community college president, working with staff and faculty, then uses the division plans, needs assessment and evaluation information, mission statements, college goals, and University and sector strategic plans to develop the college five-year plan. The college advisory board members, representing the external constituency of the college, also have an opportunity to participate in the process.

The major planning components of a college's five-year plan may include those listed on the next page.

- Enrollment Projections.
- Graduate Projections.
- Continuing Education/Community Service Plans.
- Academic Programs—Deletions, Improvements, Expansions, New Curricula.
- Support Programs—Library, Student Services, Administration, Physical Plant/Operations, Faculty Development, Counseling/Advising.
- Personnel Projections.
- Equipment Needs.
- Land-Use Plans.
- Physical Facilities and Major Repairs and Renovations.
- Computing and Communications Plans.

Each college's five-year plan is then used to develop a biennial budget request to be submitted to the Chancellor for the Community College System for review and consideration. Specific submissions to the Chancellor include:

- A funding request for program improvements, expansions, additions, and deletions (primary and support programs).
- A capital request for new facilities, major renovation and repair projects, and major equipment.
- A review of the current land-use plan.
- Projections of enrollment and degrees awarded.
- Other information and analyses that may be requested.

Based on priorities expressed in the individual college budget requests and the statewide goals and objectives of the System, arrived at through discussions between the

Chancellor and the college presidents, a consolidated budget request is prepared by the Chancellor's staff for the Community College System. The Community College System budget request is submitted to the President of the University of Kentucky for review and approval. After review and approval by the President, and subsequently the Board of Trustees, a budget request package is submitted to the CHE in accordance with CHE guidelines. It should be noted that the Community College System's request is a separately identifiable portion of both the University of Kentucky and Council on Higher Education budget packages and related recommendations. The Community College System receives a separately identified state appropriation.

Kentucky Appropriation Recommendation Formula and Formula Use Policy. An appropriation recommendation request formula, which recognizes the unique mission and combination of programs offered at each institution, is used by the CHE and the institutions in the development of biennial budget requests to be presented to the Governor and to the General Assembly. The formula is intended to quantify each institution's need for state support and to justify requests for new funds. The formula is comprised of subcomponents that quantify funding needs related to areas such as instruction (lower division, upper division, masters, doctoral, and professional), research, student financial aid, community service, preparatory education, community education, academic support, libraries, student services, institutional support, maintenance and operation of plant, extended campus centers, and debt service. Funding rates included in the formula calculations are based on funding levels provided for similar program areas at bench-mark institutions within the SREB states.

The Formula Use Policy is used as a guide for allocation when appropriations are inadequate to fund the total need generated by the recommendation formula. Funds are allocated by the Formula Use Policy as follows: (1) the continuation of the base general fund appropriation for each institution; (2) additional state general fund support sufficient to provide a common percentage increase for each institution with the total utilized for

this purpose not to exceed one-half of the available new dollars; and (3) all remaining funds allocated to institutions according to a weighted allocation which considers each institution's percentage of full funding under the formula.

Budget Requests Submitted to Council on Higher Education. The budget request submitted by the University to the Council on Higher Education includes several categories: (1) continuation needs, including statutory and contractual needs (debt service, staff benefits, utilities, and maintenance and operation for new facilities), and cost-of-living needs (salaries and wages, operating expenses, books, and other capital outlay items); (2) program improvement needs (salary and benefit catch-up items, operating and position catch-up, and primary program and support program improvement needs); and (3) needs that involve program expansions and requests for new program funding. A component is also included for items requested for funding outside the formula. The amount of the request is determined by the funding request formula as computed at the 100 percent funding level. A separate request for state funding and/or use of agency funds is included for capital items, which includes new facilities, major renovation and repair projects over $200,000, major equipment over $50,000, and other special capital needs that arise.

After the CHE reviews all the budget requests from the individual public institutions of higher education, recommendations are submitted to the Governor by no later than November 15 of the fall preceding the regular session of the Kentucky General Assembly. Similar materials are also forwarded to the General Assembly. Also at this time, the CHE recommends a tuition schedule for the next two years. The General Assembly, when it meets in regular session, then approves, disapproves, or modifies the Governor's budget recommendation. After the General Assembly votes on appropriations for higher education and the governor signs the appropriations bill, new funds appropriated for public higher education are allocated to the individual institutions by the

Formula Use Policy, which determines the amount to be distributed across the board, and the amount to be distributed by the formula.

During 1988-89, the higher education community was involved in a comprehensive review of the Kentucky Appropriation Recommendation Formula and the Formula Use Policy in compliance with the statutory mandate for the Council on Higher Education to review periodically and revise the formula. The review involved individuals in state budget-making positions from both the executive and legislative branches of government. The review also encouraged, through a series of campus hearings, participation by all principal segments of the higher education community. The review was completed in 1989, and a revised formula calculation and Formula Use Policy were used in the appropriation request and recommendation process for the 1990-92 biennium. As a result of changes made in the Formula Use Policy, a portion of the new funds appropriated for 1990-92 were designated for the specific purpose of systematically reducing the funding gap between institutions in the state. The specific intent of changes made in the policy is to reduce the funding gap across the state institutions to a maximum of five percent by the end of the 1990-92 biennium and to three percent by the end of the 1992-94 biennium.

Status of Funding Levels in Kentucky. Funding provided for public higher education in Kentucky has always been considerably less than the level of need generated by the formula. For example, public higher education was funded at 84.6 percent of the formula in 1988-89 and at the 80.3 percent level in 1989-90. Although the formula was intended to provide a rational measure of the financial need of individual institutions and a methodology for equitable allocation of general fund appropriations, funding provided for the University of Kentucky Community College System has consistently been below the funding levels provided for other public institutions in Kentucky. For example, during 1989-90, the Community College System was funded at 68.3 percent of the

formula, while one of the public institutions in Kentucky was funded as high as 89.9 percent of the formula. Prior to the 1990-92 biennium, the Community College System did not benefit significantly from the implementation of the formula mainly for two reasons: (1) new funds provided for higher education were so limited that the Formula Use Policy could not significantly address individual institutional inequities—i.e., funding did not significantly go beyond providing common percentage increases for institutions, and (2) phenomenal enrollment growth within the Community College System—53 percent growth from 1985 through 1989. The Community College System will benefit significantly in the 1990-92 biennium due to the revised Formula Use Policy and also due to a large infusion of new funding provided for higher education. State appropriated funding made available in 1990-91 increased Community College System funding to 78.5 percent of the formula. Funding appropriated for 1991-92 will increase the funding level for the Community College System to 87.6 percent, and the gap between public institutions in Kentucky will fall to less than five percent as outlined in the revised Formula Use Policy.

Annual Operating Budget/Planning Process. General fund support for the operation of the Community College System comes from two sources: (1) state appropriated funds, and (2) revenues generated within the System, e.g., student registration fees, parking fees, community education fees. New funds resulting each year from these two sources are allocated for new debt service needs, needs funded on a line-item basis by the legislature, fixed cost increases (benefits, utilities, and maintenance and operation for new buildings), continuation increases (general salary, current expense, capital, and scholarship increases), items of a high priority at the University level (enhancements in the employee benefits program), catch-up considerations (salary, positions, current expense), and other items requested by the colleges. Allocation guidelines and priorities are developed based on discussions between the President of the University and the

University Cabinet and between theChancellor for the Community College System and the community college presidents.

Each community college develops an annual budget request to be submitted to the Chancellor based on priorities included in previously established plans and biennial budget requests and on the basis of college needs and objectives as jointly determined by the college president, faculty, staff, and appropriate college advisory groups. Each college request is comprised of the following:

- Prioritized funding request for non-recurring capital funds for equipment and capital projects.
- Prioritized funding request for recurring funding for personnel, primary and support program needs—additions, expansions, improvements—operating expenses, and recurring capital needs—equipment and books.
- Program planning documents (projected classes by full-time faculty members and by part-time positions).
- Enrollment projections.

Funds are allocated to the colleges based on college and System priorities.

After the annual operating budget for the Community College System has been finalized, each of the community college presidents submits a list of annual objectives to the Chancellor. The presidents' objectives are based on input from the various sectors of the colleges. Thus, each program, division, and sector participates in the planning, budgeting, goal setting, and evaluation process for the college.

Evaluation. Evaluation from the System viewpoint is discussed in Section III, Role of the System Office in Assessing Overall Institutional Effectiveness. Results from the four different assessment components described in that section assist the colleges in their systematic comparisons of institutional performance with institutional purpose. In addition to the four assessment components described in Section III, the

presidents of the community colleges make mid-year verbal progress reports to the Chancellor on the objectives for the colleges. In June of each year, the college presidents submit to the Chancellor formal annual reports on the colleges' goals, based on input from the various sectors of the colleges. The annual reports outline significant accomplishments for the year, status of progress toward meeting stated goals and objectives, and plans for the next year.

Biennial progress reports are also prepared for eventual consolidation into a biennial report for the legislature on the progress of the University of Kentucky for the two-year period.

V. Relationships With and Authority of Agencies External to the University of Kentucky Community College System

Council on Higher Education. The Kentucky Council on Higher Education, composed of the chief state school officer and 17 lay members appointed by the governor, is the only state agency in Kentucky charged by statute to consider and promote higher education statewide. Generally, the Council on Higher Education develops criteria for the establishment and location of new colleges, establishes the budget format for community colleges, recommends on the community college budgets, and develops and reviews community college planning documents. The statutes pertaining to the Council on Higher Education are KRS 164.010 through KRS 164.090. Some of the specific powers and duties of the Council, as defined in KRS 164.020, are listed below.

1. Engage in analyses and research to determine the overall needs of higher education in the Commonwealth.

2. Develop and transmit to the governor comprehensive plans for public higher education which meet the needs of the Commonwealth. The plans so developed shall conform to the respective functions and duties of the state universities, the community colleges, and the University of Kentucky as provided by statute.

3. Determine tuition and approve the minimum qualifications for admission to the public institutions of higher education.

4. Consider the requirements and review the budget requests, which shall be prepared in the manner and submitted by the institutions to the council by dates prescribed by the council, of the institutions of public higher education as to their appropriate level of support considering the functions of the institutions and their respective needs. The council, in cooperation with the university presidents, shall devise, establish, and periodically review and revise formulas for use in making recommendations to provide to the governor and the legislature for use in making appropriations for the institutions

of higher learning. The formulas shall provide for adequate and equitable allocation of funds among the several universities considering their respective needs and statutory, institutional, and geographic missions. . . . The individual institutions' budget requests, including tuition and registration fee schedules for all categories of students, along with council recommendations shall be submitted to the governor through the finance and administration cabinet not later than November 15 of each odd numbered year. The council shall submit a separate budgetary recommendation for the University of Kentucky Community College System.

5. Review and approve all capital construction projects, the cost of which exceeds two hundred thousand dollars ($200,000), approved by the governing boards of the state-supported institutions of higher education prior to the institutions' submission of such projects to the finance and administration cabinet and/or state property and buildings commission.

6. Require reports from the executive officer of each institution it deems necessary for the effectual performance of its duties.

7. Publish annually a report of the educational and financial affairs of the institutions and disseminate other information relating to higher education.

8. Define and approve the offering of all higher education associate, baccalaureate, graduate, and professional degree or certificate programs in the state-supported higher education institutions; review proposals and make recommendations to the governor regarding the establishment of new state-supported community colleges and new four-year colleges.

KRS 164.030 mandates that the Council's regulations are to be followed by state educational institutions. "The governing board of each of the state institutions of higher learning shall make such changes or adjustments in the curricula and such rules and regulations affecting their schools as are necessary to carry out and put into effect the rulings of the Council on Higher Education in regard to curricular offerings, entrance fees and qualifications for admission to and reports from their respective institutions." Thus, changes in the curricula, rules, and regulations affecting the community colleges would be made by the Board of Trustees of the University of Kentucky, unless delegated by the Board to the Chancellor, the Community College Senate, or the individual colleges.

Other Higher Education Institutions in the State. The community colleges are complementary components of the total higher education structure in the Commonwealth. The significant roles of the community colleges in higher education in Kentucky include the following:

- Provide open access to higher education for all citizens.
- Provide linkage between the associate degree programs and the baccalaureate level programs at the senior institutions.
- Provide collegiate-level technical courses and training needed in the workforce.
- Provide lifelong learning opportunities through continuing education.
- Provide articulation and transfer agreements with Kentucky public universities in specific fields.
- Join with regional universities to provide 2 + 2 programs on a limited basis.
- Work with regional universities for the offering of upper level classes on the community college campus.
- Encourage community college faculty interaction with faculty from four-year institutions for curriculum development, advising workshops, and tracking transfer student progress.

With the community colleges fulfilling their mission through the various roles mentioned above, the senior institutions can concentrate on their particular missions and goals. An example is the open admission/selective admission issue. A primary reason selective admission at public senior institutions works so well is that community colleges provide open admission. Thus, students may access a selective-admission senior institution by successfully beginning their college careers at local community colleges.

Kentucky Cabinet for Workforce Development. Legislation enacted by the 1990 Kentucky General Assembly recognized and restructured postsecondary vocational

education components and departments. These units, formerly housed in the Kentucky Education and Humanities Cabinet, are now a part of the Kentucky Cabinet for Workforce Development. The Cabinet for Workforce Development is described in House Bill No. 814.

The major organizational units in the Cabinet for Workforce Development are the following:

- Department for Adult and Technical Education.
- State Board for Adult and Technical Education.
- Governor's Council on Vocational Education.
- Kentucky Occupational Information Coordinating Committee.
- Department of Vocational Rehabilitation.
- Department for the Blind.
- Division for Client Assistance.
- Governor's Commission on Literacy.
- State Board for Proprietary Education.
- GED Foundation.
- Kentucky Job Training Coordinating Council.

With the new Cabinet in place, all responsibilities for programs, staff, and operations at state-operated area vocational education centers and vocational technical schools were transferred on July 1, 1990 from the Department of Education (Education and Humanities Cabinet) to the Department for Adult and Technical Education (Cabinet for Workforce Development). The Department for Adult and Technical Education has the responsibility for all administrative functions in relation to the management, control, and operation of non-degree programs in postsecondary and vocational-technical education

and programs and services in adult education. It exercises general powers and functions relating to the state's technical system of vocational technical schools, area vocational education centers, technical institutes, and technology centers.

The State Board for Adult and Technical Education (State Board) is attached to the Department for Adult and Technical Education. The Governor's Council on Vocational Education, also a part of the Cabinet for Workforce Development, serves in an advisory capacity to the State Board.

The State Board has the responsibility for the management and control of state-operated vocational schools, and all programs and services operated in those schools and centers. It is also responsible for adult education programs and services. It is responsible for establishing priorities for and the approval of construction of facilities for vocational-occupational programs.

In conjunction with the Council on Higher Education, the State Board prepares a complete listing of programs of a vocational-technical-occupational nature offered in public institutions of higher education and the community colleges, state vocational-technical schools, and junior and senior high schools. The State Board has the authority and responsibility to review and make recommendations to the Council on Higher Education concerning new and existing programs at the associate degree level (except those requiring licensure upon graduation, e.g., Nursing) if the programs are of a vocational-technical-occupational nature. The State Board cannot operate or administer any programs for associate, baccalaureate, or graduate degrees; but it can pursue, when feasible, joint programming and articulation of vocational-technical education programs with associate degree programs. Likewise, no public institution of higher education, including the community colleges, can offer any new program of a vocational-technical-occupational nature below the associate degree level (except those requiring licensure, e.g., Nursing) without the consent of the State Board. With the approval of the Council on Higher Education, the State Board may contract with public institutions of higher education for the operation of specific programs and projects.

In order to avoid duplication of effort, the University of Kentucky Community College System and the Department for Adult and Technical Education in the Kentucky Cabinet for Workforce Development work together in planning and coordinating vocational-technical-occupational programs.

There are real similarities and significant differences in the programs of the Community College System and the programs of the Department for Adult and Technical Education. The similarities include the common goals of the Community College System and the Department for Adult and Technical Education to provide (1) low cost educational opportunities, (2) in technical fields, (3) designed to provide the skills necessary for employment and successful job performance. Common offerings include secretarial, accounting, commercial art, computer information systems, and health-related programs.

There are also significant differences between the two systems which serve to mandate the existence of both if the state is to provide a comprehensive progression of educational opportunity for its citizens. The first difference is in the level of the technical courses and general studies (written and oral communication, mathematics, physical science, behavioral science, etc.) available at the community colleges. Many of the technical courses require a high level of mathematics and science. The collegiate level of the general studies and technical courses offered by the community colleges is beyond the scope of the charge of postsecondary vocational education.

The second difference is in the college transfer possibilities offered by the community colleges. Again, community college programming addresses a function completely outside the charge of postsecondary vocational education. Thus, a distinctive feature of community college offerings is the linkage between the associate degree technical programs and more complex technological programs at the university level. A linkage is also provided between the associate degree transfer programs and baccalaureate level professional programs.

A third difference lies in the fact that community college technical degree requirements include general studies courses (written and oral communication, mathematics, biological or physical science, social or behavioral science, and humanities or history). These courses add a dimension of liberal education to a student's program which serves to broaden the scope of the educational experience. The importance of this will only increase as the new jobs of the future will require more math, language, and reasoning skills. General studies also provide a basis for lifelong learning which will continue to be a necessity in view of the rapid technological changes in the workforce. The overall result is that community college students usually have different qualifications and aspirations than those in other postsecondary vocational settings. Community college programming reflects these differences.

A fourth difference is that, in general, postsecondary vocational programs and the community college associate degree programs in many instances prepare students for entry into a given occupation at different levels. There are exceptions to this among the graduates of both institutions.

From past agreements and statewide/regional planning and programming meetings between the faculty and staffs of the two separate agencies—Community College System and the Department for Adult and Technical Education—have come joint program development, joint use of facilities, joint funding of programs, joint appointments of faculty, and informal arrangements on teaching students in special areas. As the cost of equipping and maintaining technical laboratories continues to increase, strategic joint planning by community colleges and vocational education could stretch state funds by avoiding unnecessary duplication.

Using a competency-based approach, articulation agreements have been developed and implemented for the programs listed on the next page.

- Biomedical Equipment Technician.
- Data Processing.
- Dental Hygiene.
- Engineering Technology.
- Mining Technology.
- Nursing.
- Office Administration.
- Radiologic Technology.
- Respiratory Therapy.
- Medical Laboratory Technology.

As students move from one system of education to another, the question of what credits earned in one system will transfer to another becomes quite important. It is also important that the state's resources not be consumed by requiring students to repeat course work unnecessarily. Joint efforts by both systems can reduce the loss of credit when transferring to a community college.

Cooperative programming among secondary/postsecondary vocational education/ community college components in the state can assist in (1) achieving an increased high school graduation rate, (2) improving students' preparation for postsecondary education, (3) increasing the college going rate of high school graduates, (4) improving the transition of high school graduates and postsecondary vocational graduates into community college programs without loss of credit, and (5) improving the preparation of citizens for the demanding technical labor market.

In addition to working closely with the Department for Adult and Technical Education, the Community College System works with other components of the Cabinet for Workforce Development. An example is the Kentucky Occupational Information Coordinating Committee. This committee coordinates the development, analysis, dissemination, and application of occupational and educational training, and career information. This information is used for planning and administering occupational, career, employment training, and economic development efforts.

The Chancellor for the Community College System serves on the Kentucky Occupational Information Coordinating Committee. Committee membership also includes the Secretary of the Cabinet for Workforce Development, Commissioner of the Department

for Employment Services (Cabinet for Human Resources), Commissioner of the Department for Existing Business and Industry (Cabinet for Economic Development), Executive Director of the Bluegrass State Skills Corporation, and the Executive Director of the Governor's Council on Vocational Education. Others include representatives from the Kentucky Council on Higher Education, the Kentucky Chamber of Commerce, and the private sector.

Other External Agencies. The Community College System has working relationships with other agencies; however, no formal authority relationships and no formal agreements exist. An example is the Kentucky Higher Education Assistance Authority which has an administrative agreement with each community college for the purpose of administering state financial aid programs.

VI. Delegation of Authority and Relationships Between the System Office and the 14 Institutions

Delegation of Authority. From the University of Kentucky Board of Trustees to the Division Chairman level at the community colleges, there are six tiers of administrative line authority. The five under the Board of Trustees are described briefly in the following paragraphs.

The President of the University reports to the Board of Trustees as indicated on the organization chart on Page 49. The President is appointed by the Board of Trustees. The Board has delegated certain responsibilities to the President concerning the operation of the University System and the Community College System in order to provide for the responsible and efficient administration of the Systems. As the chief administrative officer of the University, including the Community College System, the President has full authority and responsibility over the administration of the academic, business, and fiscal operations of the University.

The Chancellor for the Community College System reports to the President of the University. The chancellor of each sector—Community College System, Lexington Campus, and Medical Center—is appointed by the Board of Trustees, acting upon recommendation of the President. The Chancellor for the Community College System is the principal academic and administrative officer of the System, and is responsible for the administration of the academic, business, and fiscal operations of the System.

In addition to the above authority and responsibilities, the Chancellor for the Community College System serves as Chairman of the Community College Senate, Co-Chairman of the Community College Council, and as an ex officio member of all community college faculties and systemwide committees.

There are two vice chancellors in the administrative organization of the Community College System who report directly to the Chancellor. The Vice Chancellor for

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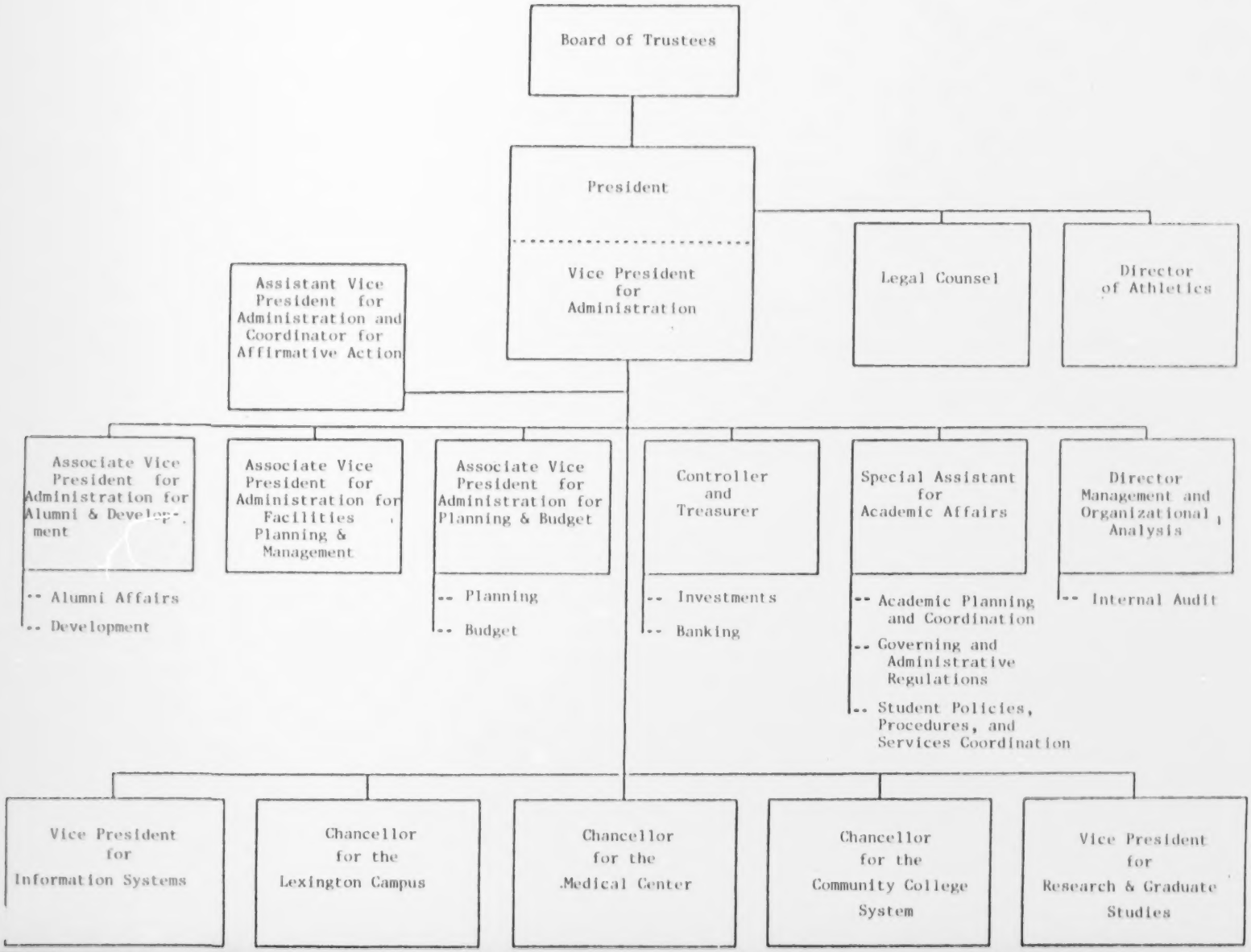
University of Kentucky
Organization Chart


Board of Trustees
President
Vice President for Administration
Assistant Vice President for Administration and Coordinator for Affirmative Action
Legal Counsel
Director of Athletics
Associate Vice President for Administration for Alumni & Development
-- Alumni Affairs
-- Development
Associate Vice President for Administration for Facilities Planning & Management
Associate Vice President for Administration for Planning & Budget
-- Planning
-- Budget
Controller and Treasurer
-- Investments
-- Banking
Special Assistant for Academic Affairs
-- Academic Planning and Coordination
-- Governing and Administrative Regulations
-- Student Policies, Procedures, and Services Coordination
Director Management and Organizational Analysis
-- Internal Audit
Vice President for Information Systems
Chancellor for the Lexington Campus
Chancellor for the Medical Center
Chancellor for the Community College System
Vice President for Research & Graduate Studies

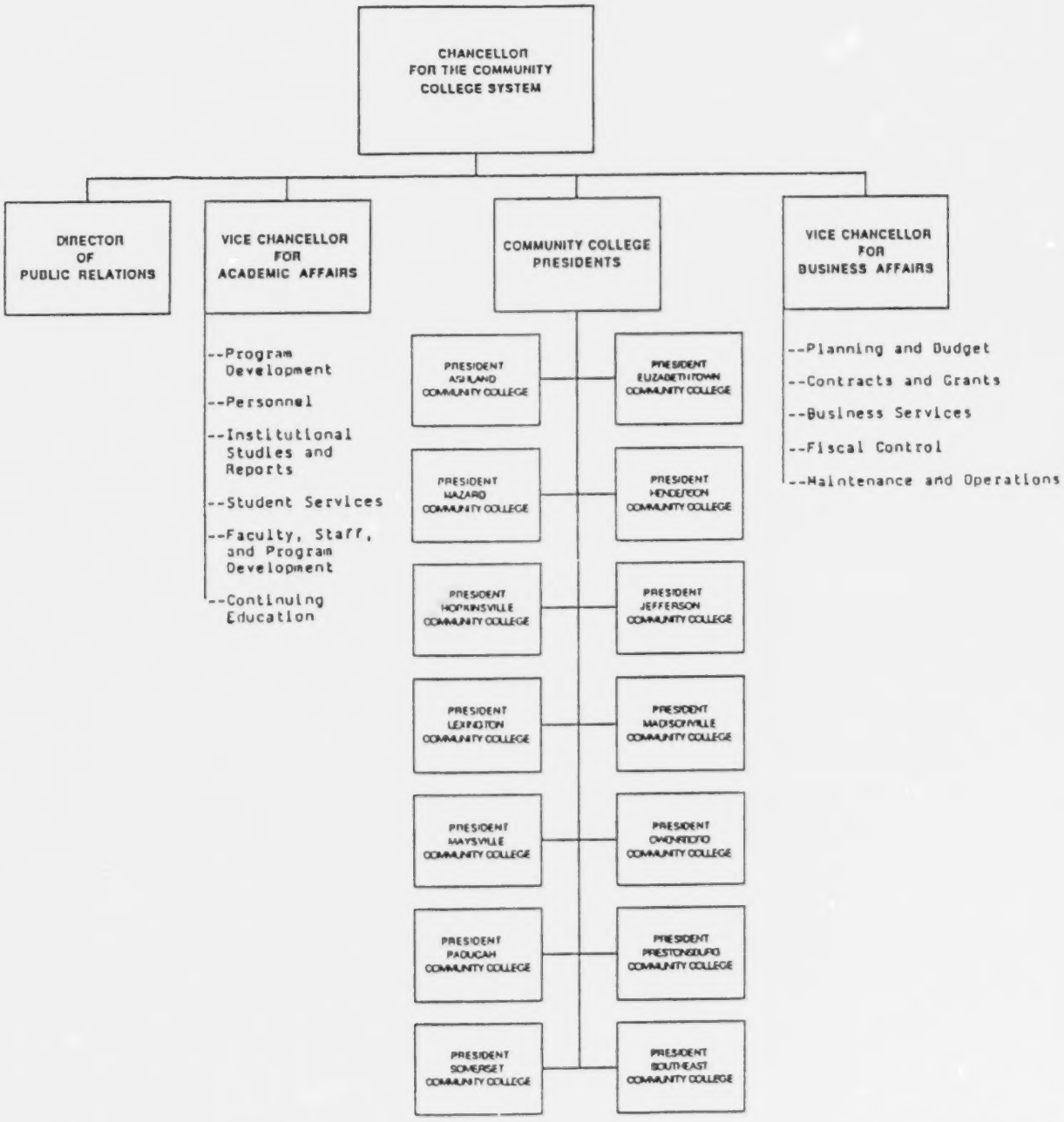
Academic Affairs is responsible for the supervision, general direction, and coordination of academic affairs and is the deputy administrator in charge in the absence of the Chancellor. The Vice Chancellor for Business Affairs is responsible for the supervision, general direction, and coordination of business, finance, and budget matters of the System. All central administration staff members report to one of the two vice chancellors.

From the Chancellor for the Community College System, the line of authority passes to the presidents of the community colleges who are designated as the chief academic and administrative officers of the colleges. See chart on Page 51.

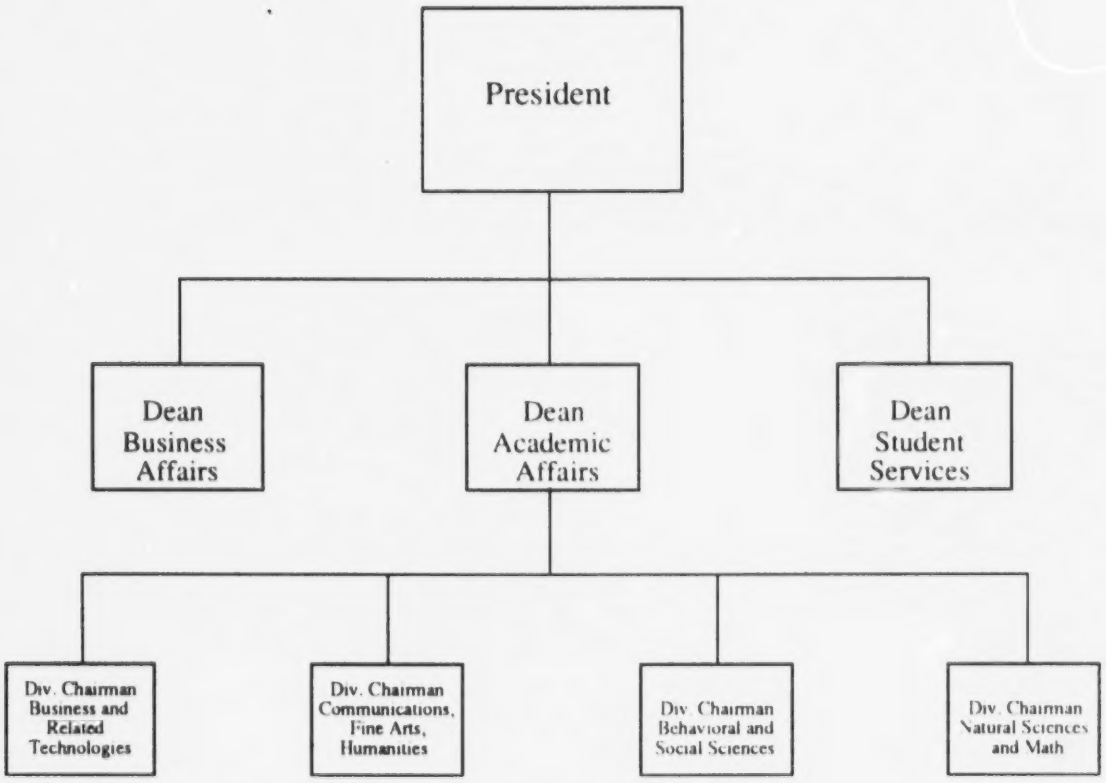
The community college president, along with the faculty, is responsible for the development and implementation of the instructional program of the college. The president is responsible for the curricula, quality of instruction, assignment of duties, and for the service provided by the faculty of the college. The president is also responsible for the business and financial operation of the college and the maintenance and operation of the physical plant. Additionally, it is the responsibility of the president to relate the college program to the community. See Page 52 for a sample organization chart for a community college.

The organizational pattern at the college level, in addition to the president, includes a dean for academic affairs, a dean for business affairs, and a dean for student affairs. Generally, the dean for academic affairs assists the president in the administration of the academic program of the college and provides supervision, guidance, and assistance to the faculty, librarians, and counselors. The dean for business affairs assists the president in the administration of business, finance, and budget matters of the college. The dean for student affairs assists the president with the supervision and coordination of activities in the area of student services, including the student records database, admissions, registration, orientation, and financial aid. The deans' positions are not included in the Governing Regulations; and thus, the duties and responsibilities may vary at the respective colleges. The dean for academic affairs is in charge of the college in the absence of the community college president.

Community College System
Organization Chart



University of Kentucky
Community College System
Sample Organization Chart
for a
Community College


President
Dean Business Affairs
Dean Academic Affairs
Dean Student Services
Div. Chairman Business and Related Technologies
Div. Chairman Communications, Fine Arts, Humanities
Div. Chairman Behavioral and Social Sciences
Div. Chairman Natural Sciences and Math

The division chairman is responsible to the president or the president's designee—the dean for academic affairs—and serves as chairman of the division faculty. As an intermediary between the administration and division faculty, the chairman plays a major administrative and academic role in the System; and the duties and responsibilities of the position are described in the Governing Regulations. The chairman has administrative responsibility for implementing the division's academic program. In the execution of the major administrative functions, the chairman seeks the advice of division members. The division chairman is appointed for a three-year term, and normally can serve for no more than two consecutive terms.

Relationships Between the System Office and the Colleges. In addition to the Chancellor and two vice chancellors, the System office includes 20 professional staff members. Coordination of central staff activities is facilitated through weekly staff meetings, and strategic planning conducted at two semi-annual retreats.

The staff members provide central administrative services, support, coordination, and administration of systemwide programs/projects. Staff members serve as liaison with federal and state agencies, professional organizations, other University offices, and businesses and industries. Additionally, the central staff members work with and provide assistance to administrators, staff, and faculty at the colleges.

The organizational structure of the Community College System maintains the direct relationship of the 14 community colleges to the University and allows the colleges autonomy and freedom to relate programs to the local communities. At the same time, an inter-relatedness exists among the colleges and the System to insure maximum utilization of available resources.

VII. Systemwide Groups—Their Organization and Function

Faculty. As a total body of the Community College System, the faculty are represented by the Senate of the Community College System (Senate). The organization and function of the Senate are included in Section II, Development and Approval of Academic Policy and Practice. The components of the Senate include the following:

- Community College Council.
- Senate Advisory Committees.
- Senate Standing Committees.

Students. The Inter-Community College Student Advisory Council consists of the presidents of the local student councils. Members of this organization serve in an advisory capacity to the Chancellor for the Community College System. The Advisory Council also provides student council presidents from the various community colleges the opportunity to exchange ideas on topics of mutual concern.

Alumni Association. Privileges of the University of Kentucky Alumni Association are extended to graduates of community colleges and former students with 12 or more credit hours.

Advocacy Committee. Membership of the statewide advocacy committee is comprised of the chairmen of the local community college advisory boards and the 14 community college presidents. Through this group, local citizens provide leadership for the statewide Community College System. The committee meets once or twice a year to

discuss regional and statewide issues affecting the System. The Chancellor's office coordinates the meetings and secures various state leaders for informal presentations. The group has been very effective in communicating community college needs to legislators and others.

Other Systemwide Groups. Other systemwide groups meet periodically to discuss community college issues of statewide concern. Although these groups are not formally organized, the members' functions are similar at their respective community colleges. An example is the annual "new faculty orientation" conference held annually in the fall. Other groups include the college presidents, deans of academic affairs, deans of business affairs, deans of student affairs, continuing education/community service coordinators, business/industry liaisons, health-related program coordinators, institutional research coordinators, division chairmen, TIP (Teaching Improvement Process) consultants, and coordinators of resource development. The college presidents meet 10 times during the year, while the other groups meet less frequently.

Systemwide academic discipline meetings are also held periodically. These meetings are for promoting the exchange of ideas, practices, and concerns about teaching and course content among community college faculty and between community college faculty and Lexington campus faculty.

VIII. An Appraisal of the Effectiveness of the System in Meeting Its Goals

The Community College System provides higher education access and quality education and service to a diversity of citizens throughout the state. Many citizens would not have attended college if a community college had not been located nearby. For example, 43 percent of the community college students are over 25 years of age. About 56 percent are part-time students, 65 percent are women, and 98 percent are residents of Kentucky.

Twenty-six years after the creation of the Community College System, the 14 community colleges enroll 30% of all undergraduate students in the state's public institutions of higher education—36,454 credit students during Fall 1989. Additionally, over 250,000 citizens benefited from continuing education and community service activities during 1989. A strong economic development program for assisting with the state's economic and human resource development goals is a part of the continuing education/ community service program.

Excellent teaching is the guiding principle at the community colleges to ensure that students have access to higher education with excellence. To assist all students in developing their talents, realistic, viable student support services serve the student population. New and expanded activities have been implemented to emphasize basic skills education and foster an attitude of lifelong learning. There is a greater use of technology in the learning resource centers, instructional labs, and classrooms. Technology is being used as an effective tool for teaching and learning in English, history, art, math, and other general studies, as well as the technical classes. The electronic information network is fully operational, and each community college library has access to over 20,000,000 records through the network. Patrons can search the holdings of each of the community college libraries, the University of Kentucky main and 13 branch libraries as well as the Online Computer Library Center database.

Community College System state-level action continues to support faculty, staff, and program development. Teaching excellence is supported through summer teaching improvement fellowships, minigrants, sabbaticals, systemwide faculty development workshops, and a program called Teaching Improvement Process. The Teaching Improvement Process is a consulting service to faculty who wish to analyze their teaching and implement changes. Over 500 community college faculty have participated in the process. Annually, community college faculty members have received recognition as "great teachers" from the University of Kentucky Alumni Association. In 1990, three community college professors are the recipients of the Alumni Association Great Teacher Award.

The Community College System was selected by the American Association of Community and Junior Colleges' Futures Commission as an AACJC/Kellogg Beacon College for its "Leadership Academy" project—one of eleven such honors awarded in 1990. The Leadership Academy is intended to develop leaders for the Community College System from the ranks of community college faculty and staff and to increase the number of women and minorities in leadership roles at all levels. Additionally, it is intended to develop a model of leadership training and networking which can be used in other states.

Of the graduates who responded to the most recent follow-up surveys, the vast majority who transferred to four-year institutions rated the academic preparation they received at the community colleges as good or excellent. Also, the majority of those students graduating from career programs rated preparation for employment at the community colleges as good or excellent.

In celebration of the 25th Anniversary of the System, a Commission was established during 1988-89 to assess the status of the System and provide direction aimed at the year 2000. Thirty-six business, government, and education leaders from the Commonwealth conducted an extensive study of the roles, effectiveness, and potential of the Community College System. As a result of its study, the Commission in its report

described the System as "an extraordinary success story in education for the Commonwealth," and "one of the primary vehicles by which our state can gain an image of excellence and economic strength. . . ." The Commission also stated that the threefold, comprehensive mission of the Community College System positions it to continue to respond to future challenges. The Commission recommended "that the System do even more," and made nine recommendations pertaining to the future directions of the System. The recommendations are listed on Pages 27 and 28.

Numerous other studies have discussed various facets of the Community College System. Some of the more important in-depth studies include those undertaken by the Council on Higher Education. Generally, the findings and conclusions of the studies relating to the System have been positive and significant. The System has been described as a tightly administered higher education institution and one of the most cost effective ways of improving the state's college attendance.

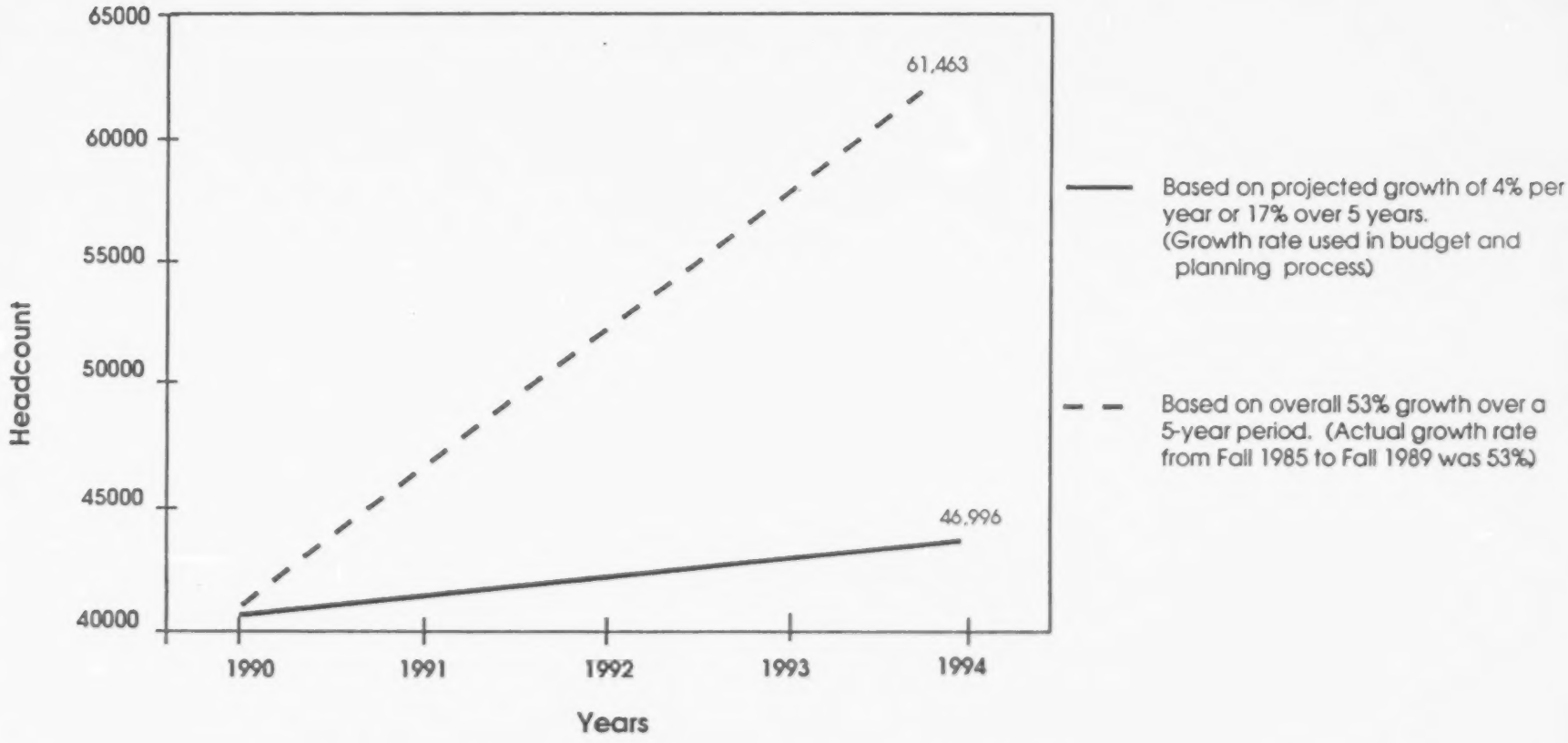
IX. Forecast of Enrollment, Major Programmatic, and Capital Trends for the System in the Next Five Years

Enrollment. Headcount enrollment projections for the fall semesters of 1990, 1991, 1992, 1993, and 1994 are included in the chart on Page 60. Based on an actual 10.2 percent increase from Fall 1988 to Fall 1989, the projected Fall 1990 enrollment will be 40,172, the beginning point used on the chart. The solid projection line on the chart is then based on a growth rate of 4 percent per year, which is a conservative growth rate used in the budget and planning process. Over the period from Fall 1990 to Fall 1994, this results in a 17 percent overall growth—with a headcount enrollment of 46,996 students in the Fall of 1994. The broken line projects an overall 53 percent growth over the period and is based on the average growth rate experienced from Fall 1985 to Fall 1989. If another 53 percent increase is experienced over five years, the headcount enrollment will be 61,463 in Fall 1994.

Community college enrollments in Kentucky are expected to continue to increase for a number of reasons. Recent high school graduates are attempting to acquire education close to home, and increasing numbers of non-traditional students are being attracted to the community colleges to meet personal educational goals. Additionally, increased numbers of community adults are seeking to upgrade their occupational and career skills.

As previously stated in Section III, the Commission on the Future of the University of Kentucky Community College System directed nine recommendations to the community colleges. The Commission's first recommendation was to "Increase activities that provide greater access to higher education." The Commission challenged the System to expand access to education and technical programs through extended campuses and other means of overcoming geographical barriers.

U.K. Community College System
Headcount Enrollment Projection
Fall Semesters
1990 - 1994



Note: Fall 1990 enrollment is a projection based on a 10.2% increase from Fall 1989 actual enrollment. (10.2% increase occurred from Fall 1988 to Fall 1989.)

In the area of "reaching out: access and service," much action has been taken throughout the System during 1989-90 in response to the Commission's recommendation. Existing off-campus sites have been expanded and new ones identified. During this academic year, more than 100 additional credit courses, along with student support services, were offered at the off-campus sites. One of the sites received a special funding allocation during the recent 1990 legislative session. Another one of the off-campus sites has received formal recognition as an Extended-Campus Center by the Kentucky Council on Higher Education and is now included in the funding formula. On the campuses, there are new weekend college offerings and additional telecourses. Access is also being expanded through partnerships with vocational/technical schools, industries, health-care providers, and others.

New and expanded activities to increase the college-going rates are occurring across the state. These include scholarships for GED recipients, new and renewed scholarship programs with industries, and new and expanded minority recruitment and retention activities.

Increased funding for student financial aid programs was provided by the 1990 Kentucky General Assembly through both the institutional appropriations and the budget of the Kentucky Higher Education Assistance Authority (KHEAA). Funds were provided in the formula-based appropriations for a new Commonwealth Scholars program through which the institutions are to provide scholarships to academically distinguished students. The Community College System will receive $131,000 in 1990-91 and $152,200 in 1991-92 for Commonwealth Scholarships. Also, the new College Access Program (CAP) will provide grants to ensure that all financially-needy Kentucky students are able to attend at least two years of college.

The 1990 General Assembly also expanded the service region of Prestonsburg Community College to include all of Pike County and directed that course offerings in Pike County be expanded as necessary to respond to the higher and adult educational needs of the citizens of the area.

Programs as described on the previous pages and expansions supported or mandated by the General Assembly will contribute to the enrollment growth in the Community College System.

Major Programmatic Trends. Kentucky is a part of a global community, the evolution of which is driven by new technologies, new economic realities, and new international relationships (Project 21, 3). The Community College System will assist the state in meeting its new challenges and the continuing need for a "job-ready" workforce by fulfilling its threefold, comprehensive mission—pre-baccalaureate education, technical career programs, and continuing education for professional development, occupational training, and life enrichment. Through this mission and with continual expansion of educational access and opportunities, the System can assist the state with human resource development and thus pursue the broad goal of a better educated population.

The first component of the threefold mission, pre-baccalaureate education continues to grow. The System will continue to expand the necessary coordination and articulation between the high school curriculum, community college curriculum, and four-year college requirements. Through coordination, articulation, and transfer of credit, unnecessary duplication can be avoided and the use of resources at all levels of education maximized. Additionally, the availability and range of general education courses will be broadened to serve the needs of the growing population in this component as well as to serve the technical career programs which include about one-half general education courses.

Strong links among the Community College System, the Kentucky Cabinet for Economic Development, the Kentucky Cabinet for Workforce Development, and business/industry exist; and thus, the System will continue to be involved in the development of a technologically sophisticated labor force through its technical career programs and continuing education programs. The System will continue to be sensitive to manpower

trends by making appropriate modifications in both credit and non-credit program offerings. Modifications may include program mobility such as the present mobile dental hygiene program in the Community College System. The System is presently involved in responding to manpower needs by increasing the number and size of programs to educate technicians for the health-care industry. The need for health-care technicians will continue as Kentucky's aging population increases. It is estimated that "by the year 2000, we will have a higher proportion of people age 55 and over than will the nation overall" (Project 21, 12).

Additional engineering technology programs and advanced technology centers will be needed to prepare Kentuckians for jobs in advanced manufacturing techniques and processes and to promote technology transfer. A mobile training unit, through which on-site industrial training is available, was recently made operational in the System. A new program to be implemented in Fall 1990 is Automotive Technology, a joint effort between one of the community colleges, a vocational-technical school, and a major automotive manufacturer.

Additional business technology programs will be needed to prepare citizens for the expanding higher level skill jobs in the multi-dimensional service industries, as well as the many jobs in small businesses.

Strong support programs are vital for excellence in academic programs. Thus the System will continue to place emphasis on its libraries, developmental studies programs, student support services, computer resources, and the use of available technology as a tool for teaching and learning.

Additionally, the System will emphasize the development of community college leaders from the ranks of faculty and staff. Emphasis will be placed on increasing the number of women and minorities in leadership roles at all levels, thus increasing the role models for female and minority students. Teaching excellence will continue to be the guiding principle at the community colleges, and teaching improvement programs will be a continued emphasis.

Capital Project Funding. Capital projects (new facilities and major repair/renovation projects) are generally funded by direct state appropriations, agency funds, or through the sale of bonds, which the state supports through funds appropriated for debt service. In recent years, the state has leaned heavily toward the provision of debt service rather than direct appropriations for capital projects. For the future, it is anticipated that the state will pursue new avenues of financing capital projects such as the use of lottery funds, local private and public funds, and federal funds. Funding for several community college projects in recent biennia has been authorized with the contingency that a portion of the first year's debt service be financed using private funds donated by local sources. Emphasis has also been placed on using several sources of funds to finance projects. One community college project funded in the 1988-90 biennium will be constructed using funds from three federal sources, debt service provided by the state, and local community funds.

Overall, the outlook for future capital projects for the Community College System is positive. The use of debt service for community college projects is expected to continue as enrollment and student fee revenues continue to grow. Also, lottery revenues will most likely be available for allocation. Movement toward combining funds from multiple revenue is also encouraging. Due to high utilization rates and continued enrollment growth, the Community College System will be in a strong position to justify additional capital projects.

Projects Currently Funded or in Progress. The Community College System has been very fortunate in the last two biennia with respect to state approval and funding for new facilities and major renovations. Including federal, local, agency, and debt service funds, projects in the amount of $27,625,500 were authorized for the 1988-90 biennium for five new facilities and six major renovation projects which are now well under way. Debt service authorized in support of these projects amounted to $21,575,000. New facility authorizations included those listed on the top of Page 65.

- Academic Learning Resource Center—Ashland Community College.
- Allied Health Center—Paducah Community College.
- Auditorium—Hopkinsville Community College.
- Economic Development Center/Fine Arts Auditorium—Somerset Community College.
- Science Building—Prestonsburg Community College.

Renovation projects were approved for Elizabethtown, Lexington, Southeast, Hazard, and Prestonsburg Community Colleges.

The Community College System was also very successful in the 1990-92 biennium relative to funding for capital projects. The 10 following projects in the amount of $46,800,000 were authorized for the biennium:

- Academic/Technical Building—Henderson Community College.
- Auditorium/Fine Arts Center—Henderson Community College.
- Completion of the Campus—Owensboro Community College.
- Academic/Technical Building—Lexington Community College.
- Student Center—Maysville Community College.
- Academic Building—Jefferson Community College (Southwest Campus).
- Appalachian Center/Fine Arts Building—Southeast Community College.
- Bell County Vocational Technical Building—Southeast Community College.
- Major Renovation Project—Madisonville Community College.
- Academic/Learning Resource Center—Madisonville Community College.

Four other renovation projects authorized on the basis of agency funding and amounting to $1,000,000 were authorized for Paducah, Hopkinsville, Ashland, and Somerset Community Colleges.

Future Activities and Areas of Focus. With the implementation of Senate Bill 46, passed in the last legislative session, ail public institutions of higher education will be required to change their capital planning and request processes to provide for a six-year planning period and greater detail in future capital requests. Initial planning for the next three biennia will begin in Fall 1990.

Due to high utilization rates and enrollment growth, future requests must first focus on providing instructional and laboratory space. Provision must be made for additional office space to house new faculty and staff required to keep pace with the enrollment growth. Additionally, space must be provided for support programs, i.e., learning resource centers, student and academic support programs. Facilities will also be requested to complete the campuses (student centers, maintenance and operations buildings, and auditoriums) and provide for the needs of off-campus centers. Due to the age of many community college facilities, relocation of programs to new facilities, environmental/safety considerations, and technological obsolescence, it will be necessary to renovate instructional, laboratory, and support program space throughout the System. Major infusions of funding will be required for the repair and upgrade of roofs, parking lots, HVAC and utility systems, and other areas of the physical plant.

Capital Equipment. For the most part, capital equipment purchased by the community colleges is funded from non-recurring fund balances that remain with public institutions of higher education at the end of each fiscal year. However, in recent biennia, the Community College System has given high priority to the allocation of recurring funds to the colleges for this purpose. The System will continue to give high priority to these needs as new funds are made available.

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ERIC Clearinghouse for Junior Colleges

February 14, 1992